



**SCHOOL OF COUNSELING, HUMAN
PERFORMANCE, AND REHABILITATION**
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

**Rehabilitation Counseling Program
Student Handbook**

**Master of Arts in Counseling with emphasis in
Rehabilitation Counseling**

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Foreword

This manual serves as an information resource for the students in the UA Little Rock Master of Arts with emphasis in Rehabilitation Counseling Program (“Rehabilitation Counseling Program at UA Little Rock”). Included is information regarding the mission, policies, and procedures of the Rehabilitation Counseling Program at UA Little Rock. The Rehabilitation Counseling Program at UA Little Rock is designed to assist students to become competent Rehabilitation Counseling Practitioners, focusing on the needs of individuals with disability who are receiving rehabilitation services. Training encompasses experiences with persons with disability in a variety of rehabilitation settings. In addition to the student’s acquisition of the information, skills and attitudes necessary to perform as a qualified Rehabilitation Counselor, the student is also introduced to rehabilitation as a profession through involvement with and participation in activities of professional rehabilitation organizations.

This manual is intended as a ready reference and practical manual of information for the UA Little Rock Rehabilitation Counseling Program student. Clarification of policies and procedures, as well as additional information, may be obtained from the student’s faculty advisor or the program coordinator. As a graduate student, you are responsible for planning and tracking your academic progress. In addition to the information presented here, you should familiarize yourself with the *UA Little Rock Student Handbook*, the *UA Little Rock Graduate Student Handbook* and the *UA Little Rock Graduate Catalog*. Many of the requirements, processes, and points of contact you will need during your participation in this program are fully described there. You also need to be familiar with the Commission on Rehabilitation Counselor Certification (CRCC) certification process and *Code of Ethics*, Counselor licensure requirements in your State, and the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

A Career in Rehabilitation Counseling

Rehabilitation Counseling is a rapidly evolving profession which entered the field of human services about 50 years ago. Early Rehabilitation Counselors had the general goal of returning the individual with disability to functioning as effectively as possible, in order that he/she could become self-supporting.

The modern concept of the rehabilitation counselor is one of a professional individual trained at the master’s level from an accredited Rehabilitation Counselor graduate program who is skilled in individual counseling, assessment, vocational assistance and guidance, and in the use of occupational information. He or she is aware of special medical, social and psychological problems common to persons with physical, cognitive, and emotional disabilities, and is skilled in the development of employment opportunities and work adjustment activities. The

professional rehabilitation counselor of today is aware of community relations, client advocacy, and other factors that impinge upon the client's full participation in society.

Graduates of the Rehabilitation Counseling Program at UA Little Rock may seek employment in state, federal, community or institutional settings, and other areas where there is a rehabilitation focus. In whatever setting the rehabilitation counselor finds him/herself, the central goal is the mobilization of varied skills and resources to enhance the full independence, freedom, and self-determination of the client.

Program Mission

The Master of Arts in Counseling with emphasis in Rehabilitation Counseling (RC) program, also known as the Rehabilitation Counseling Program at UA Little Rock, is a 60 hour online graduate degree program that seeks to prepare rehabilitation counseling professionals to provide direct services and resource coordination for individuals with disabilities that are seeking to re-enter the labor market.

Graduates of the program receive a Master of Arts with emphasis in Rehabilitation Counseling. The completion of the Rehabilitation Counseling program involves mastery of core requirements, electives, a clinical practicum and internship. An additional and centrally important requirement is that the student demonstrates appropriate judgment and maturity in his/her clinical work, abide by the Code of Ethics for Rehabilitation Counselors, and develop professional identity through affiliation and involvement with professional rehabilitation counseling organizations such as the American Rehabilitation Counseling Association (ARCA) or the National Rehabilitation Counseling Association (NRCA).

Program Goals and Objectives

The program's primary goals and objectives are:

- To provide a comprehensive graduate degree curriculum that prepares students to provide high quality services to individuals with disabilities
- To promote values, skills and knowledge that results in genuine commitment to human rights, professionalism, personal integrity and ethical practice
- To advance the basic philosophical tenets of rehabilitation
- To provide a high quality, accessible learning experience for each student which allows program graduates to gain national certification as a rehabilitation counselor (CRC)

Accreditation

The RC program at UA Little Rock is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the Rehabilitation Counseling Specialty Area. Curriculum, clinical training, and the general course of study are designed to

meet nationally approved standards of this accrediting body. As a graduate of an accredited program, the student is eligible to sit for the National Certified Rehabilitation Counselor Examination (CRC) as well as the National Counselor Examination for Licensure and Certification (NCE). As students in an accredited Rehabilitation Counselor training program, the examination may be taken just prior to graduation without the additional experience requirement. Students are strongly encouraged to sit for the exam consistent with their career goals.

Faculty

The rehabilitation counseling program is taught by a diverse mix of full-time faculty members. Support is provided through the School of Counseling, Human Performance, and Rehabilitation (CHPR) faculty, the Student Services Coordinator, staff of the College of Business, Health and Human Services (CBHHS), and university departments. All courses in the program are offered online which means that our faculty and staff must be technologically savvy, as well as experts in his or her field. Additionally, the faculty is aware that the goal for the majority of our students is to become a proficient practitioner in the mental health or rehabilitation counseling field. Therefore, the faculty strives to provide not only academic, but experiential preparation. This is reflected in the course content and the teaching style provided by the faculty.

Program Coordinator

The program coordinator is a tenured or tenured-track faculty member who is responsible for the coordination of the program. Duties of the program coordinator include admission decisions, student enrollment and probation procedures, monitoring of student progress, degree and graduation audits, assisting students with career planning and job placement resources, developing program goals, performing program assessments to insure appropriate curriculum mapping, duties pertaining to program budget, and administrative processes.

Admission Criteria and Procedures

The RC program actively seeks students with the academic and clinical potential to become competent Rehabilitation Counselors. Special effort is directed toward qualified individuals from minority groups and individuals with disability.

The first step in the admission process is to complete an application to the UA Little Rock Graduate School. This application can be completed online at the UA Little Rock Graduate School website.

Additional admission requirements for **REGULAR, DEGREE-SEEKING STATUS** in the Master of Arts in Counseling with emphasis in Rehabilitation Counseling are as follows:

- GPA: Overall undergraduate GPA of 2.7 or higher, or 3.00 GPA in the last 60 hours.

OR

- If the student’s undergraduate GPA is **below a 2.70 overall or 3.00 in the last 60 hours**, achieving the following minimum scores on the Graduate Record Exam (GRE): (Old Version) 440 on the Verbal and 560 on the Quantitative Scales or (New Revision) 149 on the Verbal and 146 on the Quantitative scales, or a scaled score of at least 391 on the Miller’s Analogy Test (MAT) will permit regular admission. For employed Rehabilitation Counselors who do not meet this standard, please see “Conditional Admission, Admissions Portfolio” below.

OR

- Master’s degree from an accredited institution of higher education.

Admission requirements for **CONDITIONAL, DEGREE-SEEKING STATUS** in the Master of Arts in Counseling with emphasis in Rehabilitation Counseling are as follows [UA Little Rock Graduate Catalog Admissions, Excerpted]:

- Submitted all admission application materials to the UA Little Rock Graduate School.
- Did **not** meet all Regular Admission requirements.
- Admission of students based on GPA for graduate hours at other accredited institutions:
 - Students not qualifying for Regular Admission based on their undergraduate grade point averages may be admitted to the program on “condition” if they have successfully completed a minimum of 9 semester hours in a relevant graduate program at UA Little Rock or another regionally accredited institution with a GPA of at least 3.0 and a grade of B or better in each course taken.

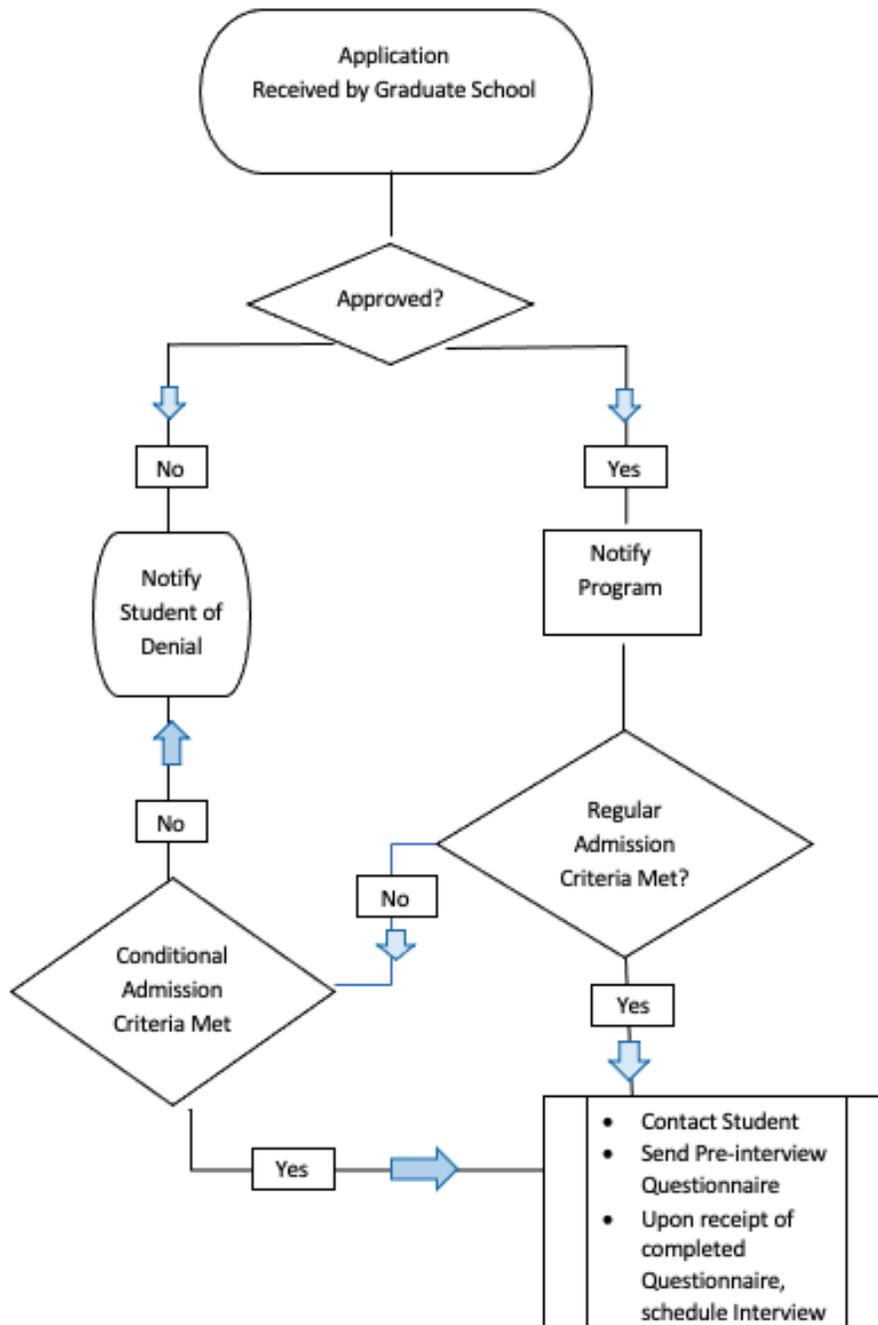
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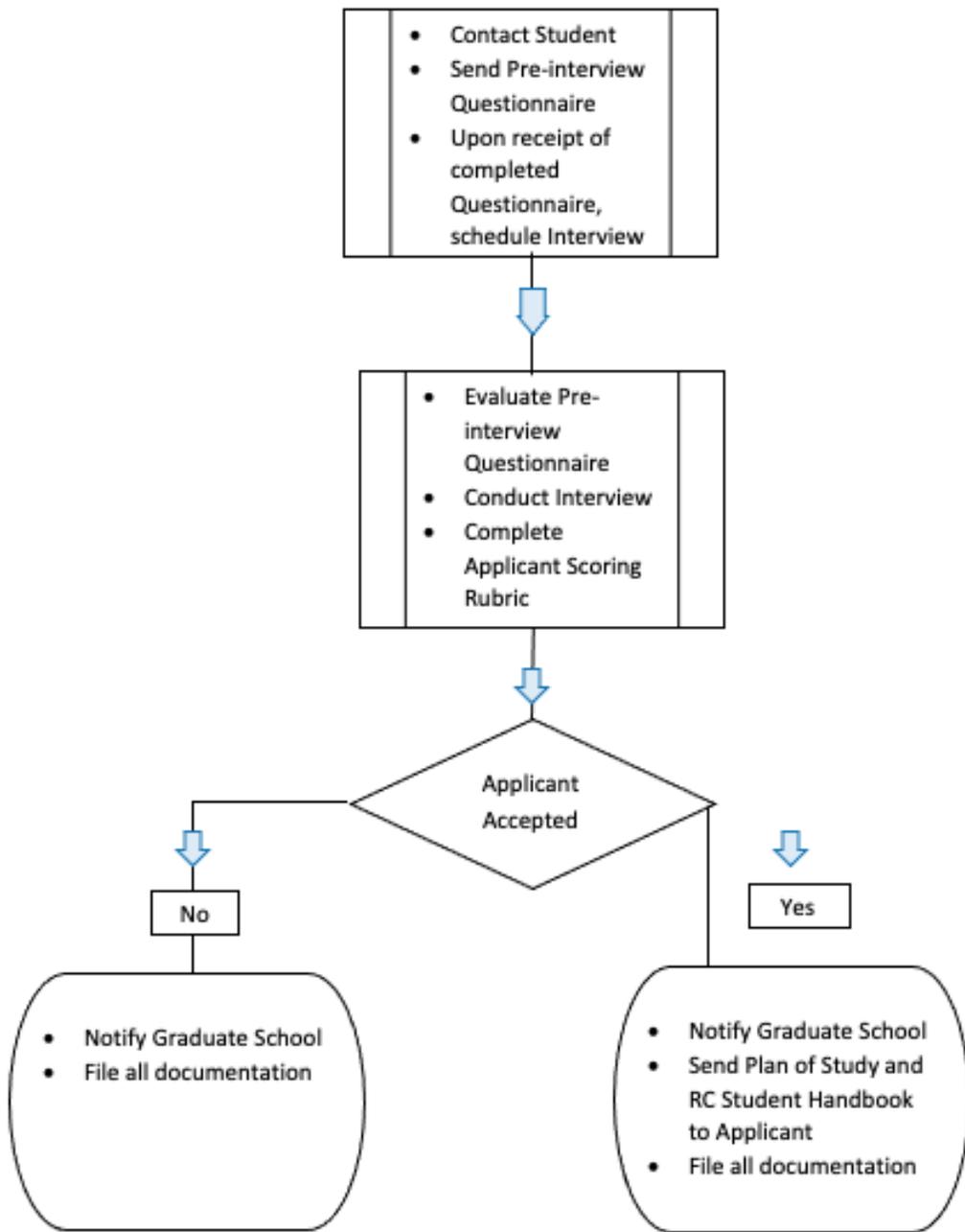
- Admission of students based on an Admissions Portfolio (*for employed Rehabilitation Counselors only*):
 - Employed rehabilitation counselors **only** have the option to submit a satisfactory Admissions Portfolio of academic and professional work to obtain conditional admission. The guidelines for the portfolio are available from the Program Coordinator. Letters of reference are not required unless specifically requested by the Program Coordinator.
 - Complete a successful interview, either face-to-face or by telephone, with a program faculty member or a designated representative in the Rehabilitation Counseling Program.

Note: “Conditional” means that the student must make a B or better in the first 12 hours taken in the UA Little Rock Rehabilitation Counseling curriculum.

Questions related to the application process, or the status of an application should be directed to the UA Little Rock Rehabilitation Counseling Program Student Services Coordinator.

Admission to the program is a multi-step process involving both the Graduate School and the Rehabilitation Counseling program. The following chart outlines the process:





Advisement and Academic Policies and Procedures

Program Advising

All degree-seeking students should work closely with their program advisors to prepare a **plan of study** [Appendix 5). Faculty advisors are typically assigned during the Fall term. Students entering in the Spring or Summer terms should contact either the Rehabilitation Counseling Program Coordinator or the Rehabilitation Counseling Admissions Coordinator for assistance prior to the assignment of a regular faculty advisor. Students seeking degrees should meet with their advisors immediately. Students can easily monitor their progress in the program through **Degree Works**. This application can be accessed here <https://degreeworks.ualr.edu/DashboardServlet/>. It will show the courses completed, in progress and remaining to be taken.

Faculty Advisor

Each student admitted into the UA Little Rock Rehabilitation Counseling program is assigned to one of the RC full time faculty who will serve as their Faculty Advisor. The Faculty Advisor plays an important role in the student's choice of courses and helps direct the student to develop their career goals or special areas of interest. The Faculty Advisor is concerned about the student's professional growth and development.

Although the faculty advisor's role is to assist the student in obtaining their academic goals, the responsibility for being aware of and meeting departmental and university deadlines is solely that of the student. The faculty advisor is not responsible for reminding students or notifying students of deadlines such as practicum or internship, application for CRC or licensure exams, financial aid, graduation, final days for registration, or adding or dropping courses. Special, non-degree seeking students are advised by the program coordinator for the curricula in which they are seeking admission to classes. Students must be advised each semester before enrolling. Some programs use the student information system to require advising, while others use a more informal process.

Course Load

RATE OF PURSUIT	SPRING/FALL TERMS	SUMMER TERM
FULL TIME	9 OR MORE HOURS	5 OR MORE HOURS
3/4 TIME	7-8 HOURS	4 HOURS
1/2 TIME	5-6 HOURS	3 HOURS

[UA Little Rock Graduate Catalog Advisement, Excerpted]

Since the focus of this program is on the development of proficient rehabilitation counseling practitioners, many of the courses are structured to include significant experiential learning components. In addition to the practicum and internship requirements, the student can expect to participate in projects and assignments ranging from shadowing and observation to service learning tasks. Accordingly, students are encouraged to register for no more than 9 hours in a fall or spring term and 6 hours in a summer term. Exceptions can be made with the concurrence of the faculty advisor and approval of the Program Coordinator. For example, the complete internship requires completion of two six-hour sections. Therefore, completion of the entire internship in a single term would require registration for 12 hours.

Retention, Remediation, and Dismissal Policies

University requirements and retention policies, as specified in the Graduate Catalog, apply to all Rehabilitation Counseling students. Students are responsible for the knowledge of the policies and procedures provided in the [UA Little Rock Student Handbook](#) as well as the [Graduate School catalog](#). The policies outlined below refer to the minimum performance standards of the Rehabilitation Counseling program. These policies supplement Graduate School policies to cover conditions unique to the Rehabilitation Counseling program. They should be considered as guidelines for advisement and planning for the student throughout their training.

Students should be aware that, in order to successfully complete the Rehabilitation Counseling program, they must demonstrate satisfactory performance in both academic and clinical courses in the program as well as compliance with all ethical and competency standards. Students may petition through their faculty advisor for reconsideration of any action taken and, if dissatisfied, should refer to the grievance procedures section.

The general goal of the UA Little Rock Rehabilitation Counseling program is to prepare qualified rehabilitation counselors to work in agencies, institutions, clinics, and other sites that are devoted to serving individuals with disabilities. Rehabilitation counseling faculty are specifically charged with monitoring student progress in academic, clinical, and professional activities. Erratic performance, poor performance in academics, clinicals, or professional attributes are concerns to be addressed with the student by the faculty advisor, who will also report these concerns to the program coordinator. Suggestions for intervention will be given by the faculty advisor and the program coordinator. The faculty advisor will meet with the student to discuss and outline a plan and intervention to resolve any issues. However, if there is continued evidence of the student's inability to make a direct contribution, improve performance, or achieve clinical or academic competence, the student may be dismissed from the program.

Authority for retention or dismissal decisions based on professional attributes is addressed in the following guidance:

- **UA Little Rock Graduate Catalog – Academic Policies**

“In addition, students are expected to exemplify and adhere to the codes of conduct prescribed by the professional organization in their fields of study. Students who fail to adhere to these standards are subject to dismissal from their graduate program and the Graduate School.”

- **Council on Accreditation of Counseling and Related Programs (CACREP) - 2016 Accreditation Standards, Section 1**

“Counselor education programs have and follow a policy for student retention, remediation and dismissal from the program consistent with institutional due process policies and the counseling profession’s ethical codes and standards of practice.”

- **Commission on Rehabilitation Counselor Certification – 2017 Code of Professional Ethics for Rehabilitation Counselors, Section H.8**

“Rehabilitation counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve required competencies, which may be due to academic performance or personal concerns. Rehabilitation counselor educators do the following: (1) assist students in securing remedial assistance, including counseling, when needed; (2) seek professional consultation and document the decision to recommend dismissal or refer students for assistance; and (3) make reasonable efforts to ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance, or to dismiss them and provide students with due process, according to institutional policies and procedures.”

Diversity Statement

Participation in the Rehabilitation Counseling program gives all participants a right to an inclusive and supportive environment where diversity is respected. Students are required to show due regard toward other students, staff, faculty advisor, and course instructors throughout their tenure in the program. Respect includes that of ethnicity, sexuality, race/nationality, social class, culture, personal beliefs, religion, age, communication style, intellect, disability, and/or gender identity. Differences should be used as a strength and resource and to develop leadership and judgment skills appropriate to such diversity in and out of the classroom. Any violation or instance of harassment, discrimination, or violence in the form of language or action should be reported to the instructor, program coordinator, director and/or appropriate university personnel immediately.

Class Participation

Although all courses in this program are online, regular participation in class assignments and activities is expected throughout the term. Students failing to show participation in the class by the 10th day of the term will be administratively dropped. Course instructors are required to report when a student has unofficially withdrawn from a class, which is the date on which a student stopped academically attending a course. From the 6th day of classes through the last day of classes, unless there are extenuating circumstances, unexplained non-participation for a period of 10 days or more will result in the student being dropped from the class with a resulting grade of “W”.

U.S. Department of Education Regulations (34 CFR 668.2 (1) (7)) provides specific standards for satisfactory attendance for online classes:

“In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question. Examples of acceptable evidence of academic attendance and attendance at an academically related activity in a distance education program include:

- student submission of an academic assignment
- student submission of an exam
- documented student participation in an interactive tutorial or computer-assisted instruction
- a posting by the student showing the student’s participation in an online study group that is assigned by the institution
- a posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.”

Academic Standing

Graduate students who do not maintain at least a 3.0 cumulative GPA (B average) on all courses are on academic probation at the end of the semester, regardless of if they do or they do not receive notification. Students who fail to remove the probationary status by raising their GPAs during their next enrollment periods or whose GPA cannot be raised to 3.0 or better within 12 credit hours are subject to dismissal from the Graduate School and the program. For part-time students, next enrollment period may, if approved by the program coordinator, be defined as the next 12 hours.

Plan of Study and Course Sequencing

Refer to your Faculty Advisor and the Plan of Study to register for courses in the appropriate sequence. There are four phases of the Master of Arts in Counseling with emphasis in Rehabilitation Counseling, Phase I, Phase II and Phase III classes should be completed sequentially prior to applying for the Internship. If you have questions about the document below, please contact your adviser. See Appendix 3 for Plan of Study document. In cases where there are multiple sections of a course, you are expected to register for the course section being taught by a member of the Rehabilitation Counseling program. Exceptions require approval of your faculty advisor. Most Graduate students who start in Fall 2016, or later, will have access to Degree Works. This application will reflect the courses completed and those remaining for completion of the degree requirements. This application can be accessed at <http://ualr.edu/records/degreeworks-student/>. Since many students register for less than full-time, we do try to offer all classes each term. This does not fit the semester-based structure for the *DegreeWorks*. We have set up a worksheet view that reflects our suggested course sequencing. This, rather than the Plan of Study view, should be used to keep track of your progress in the program. If you are unable to use this, you should contact your advisor and utilize the Plan of Study.

Core Competency Courses

In order to maximize the learning and development experience and to produce the most skilled Rehabilitation Counselors possible this program chooses to emphasize the following program policies to our students:

An overall GPA of 3.00 on all courses in the program of study is required to complete graduation requirements for the Master of Arts with emphasis in Rehabilitation Counseling Program. There are core competency courses in which the student must achieve a grade of “B” or better. In the event that a “B” is not achieved in one of the core courses, the student must repeat the course. You should also be aware that the Arkansas Board of Examiners in Counseling (and most other State licensing boards) will not accept courses with grades less than B as meeting their license requirements. The core competency courses are:

- COUN 7360 Rehabilitation Foundations
- COUN 7363 Career Counseling and Placement
- COUN 7364 Case Management
- COUN 7365 Counseling Practicum
- COUN 7367 Clinical Assessment
- COUN 7660 Counseling Internship
- CNSL 7301 Counseling Theories and Applications
- CNSL 7302 Models and Techniques for Counseling Interviews
- CNSL 7307 Theories and Techniques of Group Counseling

Transfer of Credits

Graduate credit may be granted for equivalent course work from other institutions with approval of the program coordinator and the Graduate School Dean. Up to twenty-seven hours of credit may be accepted in transfer from other accredited graduate programs after review and approval of course content. Courses taken prior to the admission to the RC program, may be applied to a student's 60-hour requirement for the degree in Rehabilitation Counseling. These courses must be appropriate for rehabilitation, must be graduate level courses, and must be within the six-year time requirement for degree completion established by the Graduate School. Courses taken as an undergraduate and which were applied to the student's undergraduate degree requirements are not eligible for transfer. You should also be aware that courses that are not taken on a regular semester hour basis may not provide the full credit for a required course. For example, a similar course taken on a quarter hour basis might only equate to 2.6 semester hours which would not fulfill the 3-semester hour requirement.

The student must petition the RC program for transfer of these credit hours from another college or university by submitting a request to his/her faculty advisor of the RC program indicating the course number and name, the number of semester hours, semester taken, and grade received (Appendix 6). If the courses are appropriate to rehabilitation counseling, the faculty advisor will then submit the request, with a supporting copy of course syllabi, to the UA Little Rock Graduate School which determines whether or not to accept the courses as part of the student's master's degree program. This should be done as soon after admission to the program as possible in order to facilitate accurate planning for completion of the remaining program requirements.

Be sure you read and understand these as it is the student's responsibility to ensure compliance with the program and university policy and procedures. If you have questions about any of these areas, please contact your faculty advisor.

Academic Integrity

The university has developed certain regulations to make possible an orderly academic environment where all members of the community have the freedom to develop to the fullest extent. Academic dishonesty cannot be condoned or tolerated in the university community. Such behavior is considered a student conduct violation and students found responsible of committing an academic offense on the campus, or in connection with an institution-related or sponsored activity, or while representing the university or academic department, will be disciplined by the university. <https://ualr.edu/policy/home/student/academic-integrity-and-grievance/>

Grievances

It is expected that the student will first attempt to resolve any grievances with his/her faculty advisor or directly with the faculty or staff member with whom they have a disagreement in a

fair and expeditious manner. All students, including those participating in distance education, are encouraged to seek informal resolution at the department level when possible. If that is not the case, students should refer to the university's grievance process and procedure.

<https://ualr.edu/online/grievance-procedure/>

Academic Appeal Process

Students should refer to the following links for information on the appeal process:

<https://ualr.edu/policy/home/student/grade-appeals/>

<https://ualr.edu/policy/files/2014/05/Grade-Appeal-Form-2014.docx>

Incompletes and Withdrawals

Incompletes and withdrawals are viewed unfavorably by the graduate faculty, graduate dean, and prospective employers. An *Incomplete* (I) grade must be requested by the student and is given when the instructor deems that circumstances beyond the student's control prevented timely completion of course requirements. An instructor does not give an *Incomplete* (I) grade to a student who stops attending class without prior instructor approval or who fails to earn a passing course grade during the semester term. A written contract, signed by the instructor and student, sets the date and condition for completing the class. Most I grades can be removed within 90 days; all must be removed within one year, or these I grades are converted to F's.

Students with excessive incompletes may be restricted in the number of hours they may take in a subsequent semester. A pattern of class or semester withdrawals or repeated incompletes in more than two terms can indicate unsatisfactory progress and may lead to dismissal from the graduate program and/or Graduate School. The normal progression in either event is to convene a concerns conference following the second occurrence of an incomplete or withdrawal in a particular class or withdrawal from all classes. The purpose is to identify the causation and develop a remediation plan. Any subsequent occurrence (due to causes beyond the student's control) would result in a recommendation to the Graduate School for dismissal from the program.

A withdrawal (W) is recorded when a student drops a course after about the first week of classes or withdraws from all university coursework during a semester. A pattern of class or semester withdrawals can indicate unsatisfactory progress and may lead to dismissal from the graduate program or Graduate School.

Repeats and Probation

When a graduate course is repeated, the first grade remains part of the record and is computed in the final graduate grade point average (GPA). Failure to achieve the minimally acceptable grade

in the second attempt of the course will result in the student being placed on probation. Failure to attain a satisfactory in the third attempt can indicate unsatisfactory progress and may lead to dismissal from the graduate program or Graduate School.

In-Progress grade (IP)

The *In-Progress* (IP) is used for classes such as thesis, dissertation, and other similar classes that have a time obligation that is longer than the traditional semester or session. IP indicates that the student is making satisfactory progress in that class. Students who do not make satisfactory progress will be granted no credit. The instructor assigning the IP grade will replace it by a letter grade that reflects the quality of the finished work. In unusual circumstances, such as a student not finishing the obligation in a length of time deemed reasonable by the professor or the professor assigning the grade being unable to change the grade, the graduate coordinator, after consulting with the Graduate School Dean, may change the grade to CR in the CR/NC scheme or A-C in the A-F scheme. The IP grade is distinct and different from the *Incomplete* (I) grade. The IP grade is not calculated into the grade point average. IP grades will be administratively converted to CR or A-C, as described above, after six years have elapsed. **Within this program, grades of IP will be used only for Practicum and Internship classes.**

Practicum and Internship (Fieldwork)

Clinical training is designed to enable students to apply the information, concepts, and skills they have learned in their academic courses. All students must complete the prerequisite courses in Phases 1 and 2 of the plan of study with a “B” or better before they enter practicum. Prior work experience will not be counted toward practicum or internship credit. Exceptions must be approved by the program fieldwork supervisor. In addition, initial applications for fieldwork must be submitted prior to the established deadlines for each term and the completed applications received at least two weeks before the end of the term prior to the anticipated beginning of the fieldwork experience. This must include documentation of current professional liability insurance and a signed Professional Practice Contract. All practicum requirements must be completed prior to beginning the internship experience.

Throughout the practicum and internship experience, students will be continually evaluated on their mastery of counseling skills, conformance with the CRCC and ACA Ethical Standards, and demonstration of the work values and attributes associated with the profession of Rehabilitation Counseling. Satisfactory participation in agency functions will be evaluated also. Failure to maintain these standards will result in an unsatisfactory grade in the fieldwork class and unless remediated, dismissal from the program. The faculty supervisor of practicum and internship and the supervisor on the practicum and internship site will determine satisfactory completion of the respective clinical requirement.

The policies, procedures and requirement documentation for the practicum fieldwork and internship fieldwork experiences are located within the Blended Manual for Clinical Fieldwork intended to provide the student with detailed information and procedures for applying for and participating in his/her rehabilitation counseling practicum and internship experience. Information is provided for applying for practicum/internship, practicum/internship site requirements, practicum/internship site supervisor requirements, practicum/internship faculty supervisor requirements, practicum/internship student expectations and requirements, and copies of required forms. Deadlines for practicum and internship applications are as follows:

Fall Semester: April 1

Spring Semester: October 1

Summer Semester: March 1

The required documentation for the practicum and internship application documentation can be found within the [Blended Manual for Clinical Fieldwork](#). We have also created a slideshow for preparing for fieldwork. Both can be found on the program's website. Please read these documents carefully as it should answer most questions.

Important Note: Fieldwork courses are available only to students enrolled in the Master of Arts in Rehabilitation Counseling program at the University of Arkansas at Little Rock. Some exceptions are made only for students such as those referred by the Arkansas Board of Examiners in Counseling for state licensure purposes.

Reapplication

A graduate student who has not been enrolled for a period of two calendar years will be classified as inactive. To resume graduate study, the student must reapply for admission.

Time Limits

The Graduate School requires that all graduate work, from beginning to completion of requirements, be accomplished within a six-year period. This time period begins the semester the student takes their first class. After six years, courses are considered outdated and may no longer apply to the student's 60-hour graduation requirement without the concurrence of the program coordinator and the faculty advisor. Students must typically re-take any courses that were taken six years previously for them to count toward the graduation requirement. Students may petition for a one semester extension beyond the six-year limit. To petition, the student should first discuss their situation with their Faculty Advisor. With the Faculty Advisor's approval and support, the student should submit, in writing, a letter to the Program Coordinator of the RC program, requesting the extension. The request should state why the extension is necessary and outline a specific plan for completing the program if the extension is granted. If

the Program Coordinator agrees that the extension is warranted, the Coordinator will write a letter to the Graduate School requesting the extension. The final decision regarding whether the extension is granted or not, however, is made by the Graduate School.

LPC Process

For students or graduates of our UA Little Rock Master of Arts in Rehabilitation Counseling program who want to become licensed counselors in Arkansas, the following is a brief summary of the process:

1. Applicants need a minimum of 60 hours that include specific core curriculum required by the Arkansas Board of Examiners in Counseling (ABEC)
2. (1) credit hour of technology-assisted counseling services training
3. Register for the National Counselor Examination (NCE)
4. After NCE, pass an oral examination before ABEC
5. Applicant becomes a Licensed Associate Counselor (LAC) after passing exams
6. Applicant becomes a Licensed Professional Counselor (LPC) LACs after approved, supervised 3000 client contact hours and can practice independently

Students or graduates in other states need to contact the state licensing board that governs your state requirements for licensure. We will be glad to work with you to help you meet those requirements. **See Appendix 7 for more information.**

Tuition and Financial Aid

UA Little Rock's tuition and fee costs for web-based courses for Rehabilitation Counseling, Orientation & Mobility, Rehabilitation Teaching, Interpreter Education, and Counseling Licensure will be the in-state tuition rate plus fees for Arkansas residents and the out-of-state tuition rate plus fees for students whose legal residence is outside the state of Arkansas. For the most accurate and comprehensive tuition and fees information, visit <https://ualr.edu/bursar/home/tuitionandfees/graduatetuitionfees/>. To learn more about your financial aid options, contact UA Little Rock Financial Aid at financialaid@ualr.edu or call 501-916-3035.

Scholarship Information

As we receive information about scholarships and other opportunities, we will communicate the information to students via the rehabilitation counseling student listserv. The following are ongoing:

Governor's Internship Program <http://hr.dop.wa.gov/gip>

Phone: (360) 438-8046

Contact: **Heather Rehaume**

Governor's Internship Program

Division of Vocational Rehabilitation

612 Woodland Square Loop, Building C

Lacey, WA 98504

Work Hours: Tuesday – Friday; 8:30am - 5:00pm

American Foundation for the Blind Scholarship <http://www.afb.org/scholarships.asp>

National Rehabilitation Association (NRA) <http://www.nationalrehab.org>

Arkansas Rehabilitation Association (ARA) <http://www.arrehabassociation.org/>

Rehabilitation Counselors and Educators Association (RCEA) <http://www.rehabcea.org>

Rehabilitation Service Administration (RSA) - Federal agency

<http://www.ed.gov/about/offices/list/osers/rsa/index.html?src=mr>

Arkansas Rehabilitation Services (ARS) - State VR Agency <http://www.arsinfo.net/>

Graduate Assistantships

A limited number of graduate assistantships are available to RC students directly from the RC program. Announcements of openings and appropriate forms are posted on UA Little Rock Graduate School website. Awards of graduate assistantships are determined on a semester-by-semester basis. Students interested in specific assistantships outside the RC program should contact the specific department, graduate school, or financial aid office for availability and application information.

Equipment Requirements

Students need the following minimum equipment and software necessary to access an online class. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

E-Mail Application

Check your UA Little Rock e-mail regularly for official communication from the university and the program. In order to expedite things, please do the following *habitually*:

INCLUDE YOUR NAME (THE ONE UNDER WHICH YOU ARE REGISTERED), T-NUMBER, SPECIFIC CLASS, AND A GOOD DAYTIME PHONE NUMBER.

Computer Access

The student will need a dependable, regular access to, and control of, a computer as your instructor assignment dates may vary. The student may also be required to download files or software to complete class work. If your computer is publicly used or is loaned to the student and the student cannot download files or software, you will need to discuss your circumstances with your instructor.

Internet Connection

Since this is an on-line program, reliable Internet access is essential. In many classes there are regular video lectures and links to other Internet resources. You will probably find that a wired connection will offer much faster and more reliable connections than wireless networks.

Operating System

PC: Windows XP or latest

The University currently uses Windows 10, so using this same platform is preferred. If your PC will not support this, you should consider upgrading to one that does.

Apple: Mac OS 10.x or higher

Application Packages

You will need a word processing application that will allow you to save documents in at least one of the following: .pdf, .rtf, doc., or .docx formats. In most cases, work submitted in formats other than these will not be able to be opened or graded. Depending on the structure of the class, this may result in the loss of points for that assignment.

Software

PC Users

- Microsoft Office (Microsoft Office 365 Pro Plus is available to students free. For more information go to <http://ualr.edu/itservices/office365/students/>)
- Open Office

Mac OSX Users

- Open Office
- Microsoft Office for Mac

As a UA Little Rock student, you are eligible for free access to Microsoft Office 365. Information on this is available at <http://ualr.edu/itservices/applications/software/>

The following FREE software:

- Adobe Reader
- Java
- Microsoft Media
 - Media Player
 - Journal Viewer
 - PowerPoint Viewer
- Real Alternatives Real Media Player

Remember: These are minimum requirements. Your instructor may have additional requirements in order to achieve the learning objectives of your class.

It is the policy of the UA Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center (DRC), telephone 501-569-3143 (v/tty). For more information, visit the [DRC](http://ualr.edu/disability/) website at <http://ualr.edu/disability/>.

Student Technical Skills

The Rehabilitation Counseling Program is an online, web-based program, with all courses and exams taken online. Therefore, a certain amount of basic technical skill is required to be successful in the program. Students are expected to possess the following skills to participate in an online course.

Using E-mail

- Sending and receiving messages to individuals or lists
- Creating or opening attachments to e-mail
- Printing, saving, and deleting e-mail messages

Using Word Processing Software

- Saving, deleting, moving, renaming, and printing document files
- Creating and managing document folders

Using the Internet

- Searching the web for information
- Downloading and printing information from websites
- Downloading, viewing, and/or printing PDF files

These skills are meant to be basic criteria, and in no way override any criteria set forth by any instructor or degree plan. Students should be aware that further requirements (such as

prerequisites, class standing, etc.), software, and skills may be required and should prepare themselves for those requirements. The best way for a student to do this is to consult an academic advisor and to sign up for online classes as early as possible to learn of any special requirements.

Graduation Requirements

Eligibility

Students are eligible for graduation with a Master of Arts with emphasis in Rehabilitation Counseling, if they have:

1. Been fully admitted to the RC program.
2. Successfully completed at least 60 hours in the RC program, with a B or better in each of the core courses.
3. Has applied for graduation prior to the application deadline of the semester in which they plan to graduate.
4. Paid all tuition and fees assess by the UA Little Rock Bursar.

Application for Graduation

Applications for graduation should be filed with the Office of Admissions and Records prior to the deadline for the semester in which the student wishes to graduate. These deadline dates are strictly adhered to. The Graduate School requires a departmental clearance approximately three weeks before commencement. The student should check and clear any deficiencies with his/her Faculty Advisor or other appropriate person. Items to be cleared are:

1. Minimum of 60 semester hours completed
2. Core requirements satisfied
3. Grades submitted for all courses, including Incompletes (I) and In Progress (IP)
4. Transfer courses approved for credit
5. Internship successfully completed and grade submitted. (Grade will not be submitted until the evaluation form from the Internship Site Supervisor, student's Internship Report, Logs, have been received.)

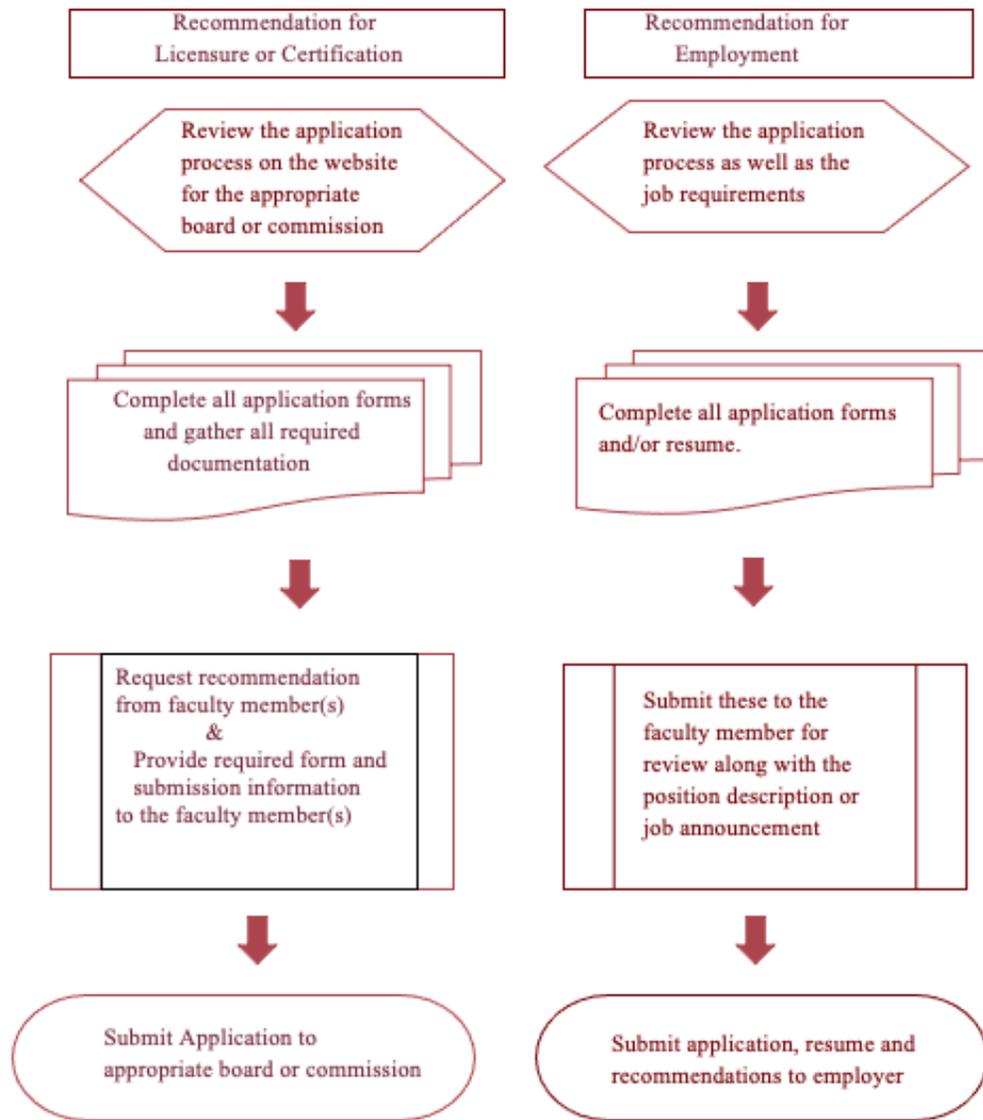
Should the student fail to complete all requirements for the degree during the semester for which he/she applied to graduate, he/she must reactive the application by the end of the first week of the term during which he/she plans to graduate. This can be done with a letter to Admissions and Records and the Graduate School.

Recommendations

As part of completing the Rehabilitation Counseling program, all students are highly encouraged to seek counselor certification by the Commission on Rehabilitation Counselor Certification

(CRCC), National Certified Counselor by the National Board for Certified Counselors (NBCC) and licensure as a professional counselor in their home state. As part of the application process, the board or commission typically requires recommendations from professionals or faculty familiar with the qualification of the applicant. Unless there is a reason for us not to make a positive recommendation, the program faculty is pleased to do so.

The process for obtaining one or more references or recommendations is outlined below:



The faculty member(s) will send the recommendation letter or form to you, the board, or the employer or the board as specified in their submission protocol.

Professional Affiliations

Rehabilitation Counseling is an evolving and rapidly changing field. In order to keep abreast of changes and be aware of specific professional issues that have direct impact on the field, as well as on clients, it is important that Rehabilitation Counselors be involved in their professional organization.

There are a number of important issues involved in membership and professional affiliation as a student transitions from the student role to that of clinical practitioner on a professional level. There are many important reasons why students should obtain and maintain membership in both the American Rehabilitation Counseling Association (ARCA) which is part of the American Counseling Association (ACA) and the National Rehabilitation Counseling Association (NRCA) which is part of the National Rehabilitation Association (NRA). Membership provides opportunities for:

1. Networking and professional connectedness
2. Information and education through conferences, publications, and continuing education opportunities
3. Understanding guidelines of responsible standards of professional performance
4. Professional identity

Other professional organizations that students should become familiar with are:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Arkansas Counseling Association (ACA)

Arkansas Board of Examiners in Counseling (ABEC)

Arkansas Rehabilitation Association (ARA)

Commission on Rehabilitation Counselor Certification (CRCC)

Rehabilitation Services Administration (RSA)

The Council of State Administrators of Vocational Rehabilitation

National Rehabilitation Information Center

APPENDIX A

UNIVERSITY OF ARKANSAS LITTLE ROCK MASTER OF ARTS IN COUNSELING WITH EMPHASIS IN REHABILITATION COUNSELING

ACKNOWLEDGEMENT OF UNDERSTANDING AND CERTIFICATION WORKSHEET

I hereby acknowledge that I have accessed, reviewed and understand each of the following:

CONTENT	INITIAL	DATE
UA Little Rock Website at: http://ualr.edu		
Rehabilitation Counseling Website at: https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/master-of-arts-in-counseling/		
Graduate School Catalog at: http://ualr.edu/catalog1718/		
UA Little Rock Student Handbook at: http://ualr.edu/deanofstudents/student-handbook-4/		
Graduate Student Handbook at: http://ualr.edu/gradschool/graduate-student-handbook/		
RC Program New Student Orientation https://ualr.edu/chpr/files/2021/08/Student-Orientation-Rev-7-2021.pptx		
Blackboard Resources for Students at: https://ualr.edu/blackboard/		
Program of Study https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/programs-of-study/		

I certify that I understand my rights and responsibilities as a graduate student in the Rehabilitation Counseling program - particularly concerning progress and retention, Further, I have adequate computer and internet resources to participate in on-line courses and to participate in all required course activities.

Print Name and T#

Signature

Date

APPENDIX B

UNIVERSITY OF ARKANSAS LITTLE ROCK MASTER OF ARTS IN COUNSELING WITH EMPHASIS IN REHABILITATION COUNSELING

CORE COMPETENCY REQUIREMENTS

An overall GPA of 3.00 on all courses in the program of study is required to complete graduation requirements for the Master of Rehabilitation Counseling Program. There are core competency courses in which the student must achieve a B or better. In the event that a B is not achieved in one of the core courses, the student must repeat the course.

The core competency courses are:

- COUN 7360 Rehabilitation Foundations
- COUN 7363 Career Counseling and Placement
- COUN 7364 Case Management
- COUN 7365 Counseling Practicum
- COUN 7367 Clinical Assessment
- COUN 7660 Internship in Rehabilitation Counseling
- CNSL 7301 Counseling Theories and Applications
- CNSL 7302 Models and Techniques for Counseling Interviews
- CNSL 7307 Theories and Techniques of Group Counseling

APPENDIX C

UNIVERSITY OF ARKANSAS LITTLE ROCK MASTER OF ARTS IN COUNSELING WITH EMPHASIS IN REHABILITATION COUNSELING

60-HOUR PLAN OF STUDY

Name of Student:		T#	
Phase 1			Semester/Year
	COUN 7360 Rehabilitation Foundations*		
	COUN 7366 Applied Counseling Research		
	COUN 7362 Psychological Aspects of Disability		
	COUN 7361 Medical Aspects of Disability		
	CNSL 7301 Counseling Theories and Applications*		
	COUN 7380 Human Development for Counseling		
	Courses in Phase 1 should be completed before beginning Phase 2		
Phase 2			
	CNSL 7308 Cross Cultural Counseling		
	COUN 7363 Career Counseling and Placement*		
	COUN 7367 Clinical Assessment* (Prerequisites: COUN 7360 and COUN 7366, or the consent of the instructor)		
	COUN 7369 Introduction to Family Counseling		
	COUN 7370 Psychopharmacology for Counselors		
	Elective (COUN 7368 Foundations of Substance Abuse and Rehabilitation is recommended for licensure)**		
	Courses in Phase 2 should be completed before beginning Phase 3		
Phase 3			
	CNSL 7302 Models and Techniques for Counseling Interviews* (Prerequisite for COUN 7365)		
	CNSL 7307 Theories and Techniques of Group Counseling* (Prerequisite for COUN 7365)		
	COUN 7364 Case Management* (Prerequisites: COUN 7360, COUN 7361, COUN 7362 and COUN 7367, or the consent of the instructor).		
	COUN 7365 Counseling Practicum* (This course must be completed before enrollment in COUN 7660. All Phase 1 and 2 courses must have been completed prior to registering for this course or be taken concurrently with this course. Note: CNSL 7302 and CNSL 7307 should be completed prior to this course.)		

	Elective (May take in Phase 2 with permission of Advisor)**	
	Courses in Phases 1, 2, and 3 should be completed before beginning Phase 4***	
Phase 4		
	Prerequisites for COUN 7660: Completion of all Core and professional specialization coursework, including the COUN 7365 Practicum course. One other course may be taken during Internship with permission of your Advisor	
	COUN 7660 Counseling Internship (Section 1)*	
	COUN 7660 Counseling Internship (Section 2)*	

*** The courses marked with a single asterisk are the program Core Competency courses. Students must achieve a B or better for the Core Competency courses. When a grade below a B is received in any of the core competency courses, then the course must be repeated.**

****Recommended Elective Courses:** Other appropriate electives may be taken with permission of your Advisor.

	COUN 7368 Foundations of Substance Abuse and Rehabilitation	
	COUN 7190 Technology Assisted Counseling Services (1 credit hour) Note: Required for licensure in Arkansas. Not required for graduation	

All courses needed for the LAC/LPC must have minimum grades of B.

APPENDIX D

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

COURSE OFFERINGS

REHABILITATION

Courses marked by an asterisk () are required courses in the curriculum.*

COUN 7360 Rehabilitation Foundations*

The purpose of this course is to provide both a broad foundation for students beginning their journey into the profession of rehabilitation and a broad-based reference for current practitioners. The contents provide a conception overview of the professional, historical, theoretical, research and applied foundations of the rehabilitation profession as they relate to the services for individuals with disabilities.

COUN 7361 Medical Aspects of Disability*

A course that covers the medical aspects of disability. Managing the medical aspects and functional assessment of frequently occurring medical impairments and disorders of older adolescents and adults are stressed. Topics include the medical aspects and functional assessment of neurological/cognitive/neuromuscular disorders, psychiatric/developmental disabilities. Click on the course title above to see the course description.

COUN 7362 Psychological Aspects of Disability*

Psychological and sociological aspects of disability, including community attitudes toward individuals with disabilities, strategies to change negative attitudes, adjustment factors in living with disabilities, and methods for supporting successful adjustment to disabilities. Click on the course title above to see the course description.

COUN 7363 Career Counseling and Placement*

The purpose of this course is to provide students with theories and techniques for empowering persons with disabilities to: a) explore their aptitudes, interests, and other vocational evaluation areas that will assist them in career decision making, b) begin an appropriate job search with selected approaches in job development, finding and placement, and c) maintain and promote productivity and employment outcomes.

COUN 7364 Case Management*

Case management in rehabilitation is a skill that rehabilitation professionals must possess in order to successfully guide clients through the rehabilitation process from referral to case closure. This course provides guidelines that will enable rehabilitation professionals to collect information from the intake interview, physicians, psychologists, vocational evaluation, etc. in an effort to develop appropriate rehabilitation plans with clients. Guidelines for case recording will

be provided. Case management models within various rehabilitation settings such as, the state rehabilitation agency, independent living centers, community mental health agencies, private rehabilitation firms and disability management programs, will be the focus. A number of rehabilitation approaches and strategies utilized for goal setting will be discussed.

COUN 7367 Clinical Assessment*

Prerequisites: COUN 7360 and COUN 7366 or the consent of the instructor. The purpose of this course is to provide students with theories and techniques for empowering adults with disabilities to explore their aptitudes, interests, and other vocational assessments areas that assist them in career decision making.

COUN 7369 Introduction to Family Counseling

This course will provide knowledge about work with couples and families. This course will include understanding and application of general systems theory and the major schools of family theory. Methods for working with families with a disabled family member will be presented.

COUN 7370 Psychopharmacology for Counselors

A course intended to cover areas of psychopharmacology and the application of medication to all major diagnostic categories contained in DSM-IV-TR. This course is intended for non-prescribing professionals.

COUNSELING

Courses marked by an asterisk () are required courses in the curriculum.*

CNSL 7301 Counseling Theories and Applications*

Experiential, relationship, cognitive and behavioral approaches to counseling; emphasis on counselor as an instrument of counseling, development of a personal theory of counseling, legal and ethical responsibilities of counselors. Click on the course title above to see the course description.

CNSL 7302 Models and Techniques for Counseling Interviews*

Prerequisite: CNSL 7301. Techniques, procedures for counseling interviews: emphasis on mastery of levels of skills within a micro-skills hierarchy for counseling interviews, appropriate use of skills in various stages of counseling. *Requires on campus attendance at an intensive three-day skill development workshop.

CNSL 7307 Theories and Techniques for Group Counseling*

Processes, theories of group counseling; developing personal approach for applying concepts, processes. *Requires on campus attendance at an intensive three-day skill development workshop.

CNSL 7308 Cross Cultural Counseling*

Environmental, personal, socio-economic, psychological characteristics of special client (culturally different) groups; counseling theories, techniques applied to culturally different individuals, groups; emphasis on knowledge, skills in cross-cultural counseling; including potential sources of misunderstanding investigated from various counseling modes.

COUN 7366 Applied Counseling Research*

Prerequisite: Graduate standing. Application of scientific approaches, methodology to problem solving; includes research design, data techniques analysis, their relation to action research; requires a research project. Offered on demand.

COUN 7380 Human Development for Counseling*

Prerequisite: graduate standing. A lifespan perspective that addresses cognitive, physical, social and emotional development from birth through late adulthood.

FIELDWORK

Courses marked by an asterisk () are required courses in the curriculum.*

COUN 7365 Counseling Practicum*

The purpose of this course is to provide students exposure and learning experience in a community-based rehabilitation agency under faculty (CRC) supervision. The course is designed to give the student an opportunity to practice the role of a rehabilitation professional. The student will apply Rehabilitation Counseling methods, techniques and vocational knowledge in work with clients and in consulting with business and industry for job development and placement opportunities. This course must be completed before enrollment in COUN 7660 Internship in Rehabilitation Counseling.

COUN 7660 Internship in Counseling* (12 hours)

The internship consists of advanced fieldwork in rehabilitation counseling in an off-campus field site placement. The Commission on Rehabilitation Counselor Certificate (CCRC) requires 600 hours of applied experience in a rehabilitation agency or facility under the supervision of an experienced Certified Rehabilitation Counselor (CRC) onsite or facility supervisor. This course will provide a minimum of 300 of those fieldwork hours. The course may be taken twice under different section numbers in the same semester to meet the 600-hour requirement. Prerequisites include completion of all core and professional specialization coursework, including the practicum in rehabilitation counseling and approval of the program faculty.

ELECTIVES

COUN 7368 Foundations of Substance Abuse

This course focuses on substance abuse and coexisting disabilities from the perspective of risk and the challenges to rehabilitation practice. It provides the student with an in-depth understanding of substance abuse, drugs of abuse, patterns of abuse and consequences of abuse.

CNSL 7313 Ethical and Legal Issues in the Counseling

Profession Review of legal and ethical standards in school and community counseling related to counselor training, research, and practice. Topics: client rights, confidentiality, the client-counselor relationship, professional relationships, duty to warn, counselor supervision, counseling minors and case law in counseling. NOTE: This elective is not specifically required for Arkansas Licensure or CRC Certification since ethical issues are incorporated into several other courses.

COUN 7190 Technology Assisted Counseling Services (Independent Study, 1 credit hour)

A study of the process, application, and implementation of technology-assisted counseling/therapy that meets state academic requirements for the distance delivery of clinical services. Emphasis will include integration of ethical and social responsibility, current standards of practice for distance delivery, and appropriateness of services with diverse individuals, relationships and families. **Note: Required for Licensure in Arkansas**

APPENDIX E

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

SAMPLE LETTER REQUEST FOR TRANSFER OF CREDITS

[Date]

Name of Faculty Advisor

UA Little Rock

Mailing Address

Dear Dr. [insert last name]:

This letter is to request that the following courses, taken prior to my admission to the UA Little Rock Rehabilitation Counseling program, be accepted for credit towards my degree in Rehabilitation Counseling:

Semester/Year

Course Name/# of credit hours/Grade received

A copy of the course syllabus is attached. If more information is needed, please advise.

Sincerely,

Student's name

Student's T#

APPENDIX F

UNIVERSITY OF ARKANSAS LITTLE ROCK MASTER OF ARTS IN COUNSELING WITH EMPHASIS IN REHABILITATION COUNSELING

LPC PROCESS

For students or graduates of our UA Little Rock Master of Arts in Rehabilitation Counseling program who want to become licensed counselors in Arkansas, the following is a brief summary of the process:

1. Applicants need a minimum of 60 hours.
2. (1) credit hour of technology-assisted counseling services training
3. Specific core curriculum content that must be covered is included in our program. The licensure application and more are available on the Arkansas Board of Examiners in Counseling (ABEC) website at <http://www.abec.myarkansas.net/>
For more information about UA Little Rock Rehabilitation Counseling programs and courses, please e-mail [https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/get-in-touch/or call 501-916-3169](https://ualr.edu/chpr/graduate-programs/rehabilitation-counseling/get-in-touch/or-call-501-916-3169).
4. After submitting the application and meeting all requirements, applicants can register for the National Counselor Examination (NCE).
5. If a passing score is obtained on the NCE, the applicant is scheduled for an oral examination before the Arkansas Board of Examiners in Counseling (ABEC).
6. If the oral interview with ABEC is successful, the applicant becomes a Licensed Associate Counselor (LAC).
7. LACs must practice under supervision by an ABEC-approved LPC supervisor for 3000 client contact hours.
8. After 3000 hours, the LAC becomes a Licensed Professional Counselor (LPC). LPCs can practice independently in Arkansas and have privileged communication protection under Arkansas law.

Students or graduates in other states need to contact the state licensing board that governs your state requirements for licensure. We will be glad to work with you to help you meet those requirements. Typically, part of the application process includes recommendation forms or letters completed by program faculty. These can be requested from your faculty advisor and other faculty members through their UA Little Rock email while in the program or after graduation.

APPENDIX G

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

STUDENT CONDUCT

Student Handbook

II. Code of Student Rights, Responsibilities, and Behavior Pages 56 – 99

<http://ualr.edu/deanofstudents/dos-roles-and-procedures/code-of-student-rights-responsibilities-and-behavior/>

APPENDIX H

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

CRCC and ACA Codes of Ethics

CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

For the latest edition of the Code of Professional Ethics for Rehabilitation Counselors

Go to <https://www.crc certification.com/code-of-ethics-4>

Click on: 2017 Code of Professional Ethics for Rehabilitation Counselors

AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS

For the latest edition of the aca Code of Ethics

Go to <http://www.counseling.org/knowledge-center/ethics>

Scroll down and click on: [2014 ACA Code of Ethics \(PDF\)](#)

APPENDIX I

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

CRC/CCRC SCOPE OF PRACTICE

Commission on Rehabilitation Counselor Certification (CRCC)
<https://crccertification.com/scope-of-practice/>

Assumptions

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.
- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core and is differentiated from other related counseling fields.
- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

Underlying Values

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 - interdisciplinary teamwork.

- counseling to assist in maintaining a holistic perspective.
- a commitment to considering individuals within the context of their family systems and communities.
- Recognition of the importance of focusing on the assets of the person.
- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

Scope of Practice Statement

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal,
- diagnosis and treatment planning,
- career (vocational) counseling,
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability,
- case management, referral, and service coordination,
- program evaluation and research,
- interventions to remove environmental, employment, and attitudinal barriers,
- consultation services among multiple parties and regulatory systems,
- job analysis, job development, and placement services, including assistance with employment and job accommodations, and
- provision of consultation about and access to rehabilitation technology.

Selected Definitions

The following definitions are provided to increase the understanding of certain key terms and concepts used in the Scope of Practice Statement for Rehabilitation Counseling.

Appraisal: Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

Diagnosis and Treatment Planning: Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible

solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

Counseling Treatment Intervention: The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

Referral: Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

Case Management: A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

Program Evaluation: The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

Research: A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

Consultation: The application of scientific principles and procedures in counseling and human development to provide assistance to understand and solve current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization.

APPENDIX J

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

2016 Accreditation Standards

**Council on Accreditation of Counseling and Related Education Programs
(CACREP)**

<http://www.cacrep.org/for-programs/2016-cacrep-standards/>

APPENDIX K

UNIVERSITY OF ARKANSAS LITTLE ROCK
MASTER OF ARTS IN COUNSELING
WITH EMPHASIS IN REHABILITATION COUNSELING

BLENDDED MANUAL FOR CLINICAL FIELDWORK

<https://ualr.edu/chpr/files/2020/10/BLENDED-MANUAL-FOR-CLINICAL-FIELDWORK-Rev-2020.pdf>